EDITORIAL

As last year, we conclude this year's volume of *Studia paedagogica* with an English issue. We consider this an opportunity to make the journal accessible to an international public, as even the most interesting articles written in Czech lack the potential to address readers other than in Czech or Slovak audiences. In addition, besides serving Czech and Slovak professional communities, this journal has wider international ambitions.

So after fifteen studies of the main block, five students' works, two interviews and some other texts published in the first three issues of the journal this year, here we present a set of five articles in the main block, two in the *Emerging Researchers* section and, finally, a review. This being a polythematic issue, the topics differ considerably but have a certain common denominator. Although most of the articles relate in this or that way to the milieu of the school, all of them are primarily concentrated on adults.

One kind of focus is on teachers in Czech lower secondary schools. The article by Klára Šeďová, Roman Švaříček, Martin Sedláček and Zuzana Šalamounová is based on the authors' extensive investigation into pedagogical communication, but the subject matter is gradually transformed into efforts to accomplish changes in teachers' communication practice in classes, aiming at the core of teachers' work with pupils: dialogic communication. So the point is not only the recognition of teachers' communication practice but there is also the ambition to improve it. The authors concentrate on the process of change and its course, which in the cases of the particular respondents involved proves to be highly individual.

Petr Novotný and Karla Brücknerová address the issue of teachers at lower and upper secondary schools and their interaction with colleagues as an indicator of intergenerational learning in schools. The research on which their article is based is part of a more generally conceived Czech empirical project aimed at the recognition of intergenerational learning and its potential in various settings. Intergenerational learning is probably a positive factor in individual and collective development in most of them, but in schools and in particular with regard to their educational mission, its potential is undoubted.

The next article is about Flemish teachers as participants in an ambitious development programme for primary schools which is a rather different topic. This study comments on the efficiency of this training programme in terms of the quality of care for pupils' well-being. The article by Maarten Penninckx, Jan Vanhoof and Peter van Petegem presents data obtained from a survey of numerous sets of respondent groups involved in the life of schools in various ways. Among other points the authors describe some typical problems of professional training programmes, including lack of time and the paying of too little attention to advanced stages of collective learning, or in other words, to change in the organization as a desirable result of the training programme.

A rather subtle article by Francesca Gobbo offers a remarkable insight into issues standing unequivocally away from the main stream of educational research. The central figures of her research are a few voluntary workers who as clowns strive in a special way to ease the situation of children patients in Italian children's hospitals. It is a very interesting study which not only highlights various aspects of the work of clown doctors but in so doing shows the width of the research field of education.

Finally, the fifth article, by Kateřina Zábrodská, Jiří Mudrák, Petr Květoň, Marek Blatný, Kateřina Machovcová and Iva Šolcová, is a pilot study preceding a larger survey that will focus on the milieu of higher education. The authors observe academics at a faculty of an important university in the Czech Republic and examine their perception of life at the faculty and the opportunities and duties they have within it. The article is a result of a debate on national differences in the administration and management of higher education institutions, discussing in particular the benefits of different aspects of Humboldtian and market-driven academic governance and management of well-being in higher education institutions.

It might seem that the prevailing focus on adults is in contrast with the currently dominant pupil-centred or student-centred concepts. Yet it is in fact adults who shape such concentration on pupils and students, or learners, as some of these articles prove.

Besides the five articles in the main block, two more are presented in the *Emerging Researchers* section. We publish these as a result of an agreement between the European Educational Research Association (EERA) and the editors of *Studia paedagogica* made this year. One is an article by three German authors (Georg Rißler, Andrea Bossen and Nina Blasse) about school as space; another is an integrative review of literature on learners in the digital era, written by Eliana Gallardo Echenique, a young Spanish author. It is important to devote sufficient attention to young colleagues early in their careers and provide them with a good balance of support and exigency.

For several years *Studia paedagogica* has offered space for student researchers in a special section of the journal, so this is a natural continuation of this tradition.

A review concludes this issue both factually and symbolically: it is related to the subject of the main block's first article. Its author comments on a publication focused on dialogic communication in schools.

Most of the articles in this issue are within the range of a broad definition of education. One is largely based on socio-psychological discourse even though it deals with a university and its academics. This is by no means an error; on the contrary, it fits in well with the declared definition of *Studia paedagogica* as a pedagogical journal with an open view that overlaps with other disciplines. I hope this issue of *Studia paedagogica* will be another source of inspiration for our readers.

Milan Pol
Editor-in-Chief